Emotional Intelligence and Occupational Stress in relation to Job Satisfaction of Secondary School Teachers in the Sundarban Region

Summary of the Work

Thesis submitted for the Degree of

Doctor of Philosophy

in

Education

By

Deepan Kundu

Department of Education

Swami Vivekananda University

Barrackpore, Kolkata 700121

West Bengal, India

2025

The teaching profession in the Sundarban region presents unique challenges due to its geographical, social, and institutional conditions. Secondary school teachers working in this area constantly negotiate between emotional demands, stress factors, and their personal sense of job satisfaction. Emotional intelligence (EI)—the ability to recognize, manage, and utilize emotions constructively—is a key factor influencing how effectively teachers respond to these challenges. Teachers with higher EI are better at managing classroom behavior, maintaining harmonious relationships, and regulating their own stress, which in turn promotes higher job satisfaction.

Occupational stress, however, remains a critical issue. Teachers in the Sundarbans often face difficult working conditions, such as inadequate infrastructure, limited resources, natural calamities, and large class sizes. Added administrative responsibilities, pressure to meet academic outcomes, and limited professional development opportunities further intensify stress. Prolonged exposure to such stressors can lead to emotional exhaustion, burnout, and a decline in teaching effectiveness. This not only reduces motivation but also directly lowers overall job satisfaction.

The relationship between emotional intelligence and occupational stress is inverse. Teachers with strong emotional awareness and self-regulation are more resilient and can cope with stressful situations more effectively. They employ strategies such as empathy, constructive communication, and adaptive problem-solving to reduce the impact of stress. On the other hand, teachers with lower EI often struggle with emotional control, making them more vulnerable to stress and professional dissatisfaction.

Job satisfaction among secondary school teachers in the Sundarbans is therefore shaped by this interplay. Teachers with high EI and manageable stress levels report greater satisfaction, finding meaning in their work despite environmental and institutional challenges. Conversely, high stress combined with low EI contributes to dissatisfaction and professional disengagement. Factors such as teaching experience, gender, and social support also influence the degree of satisfaction.

Emotional intelligence functions as a protective resource, occupational stress acts as a barrier, and job satisfaction is the outcome of their interaction. Supporting teachers through EI development programs, stress management interventions, and better institutional facilities can significantly enhance their professional fulfillment and effectiveness in the Sundarban region.